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Proof is presented that racial segregation is increasing rather than decreasing in the Chicago public schools. The situation is credited to a school board and an administration that have shunned or subverted the recommendations of its own selected experts, continued past procedures that foster segregation, and failed to adopt any viable plan for the promotion of integration. A detailed history of city and State legislation, public controversy, and school board actions is presented. Statistical tables and data present an analysis of public school enrollment, racial ratios, overall segregation, segregation by racial designation, recent changes in racial designation, and pupil segregation.

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A Chicago Urban League Research Report -

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PUBLIC SCHOOL SEGREGATION: CITY OF CHICAGO
1963-1964 AND 1964-1965

PREPARED BY:

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CHICAGO URBAN LEAGUE
Research Department

May 12, 1965

Office of Education-EEOP
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_C_O_N_T_E_N_T_S_

FOREWORD — Edwin C. Berry, Executive Director, CHICAGO URBAN LEAGUE

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FOREWORD

With painstaking accuracy, Mrs. Junerous Cook, Chicago Urban League Research Specialist, has quantified a tragedy -- a tragedy in the lives of a million Chicago public school children. Her analysis of the racial headcounts of the Chicago Public School system proves conclusively that racial segregation is increasing.

This growing school segregation is due in large measure to a school board and a school administration which have shunned or subverted the recommendations of its own selected experts (The Advisory Panel on School Integration - Hauser Panel), which have continued past procedures that foster segregation, and which have failed to adopt any viable plan for the promotion of integration. Far from implementing the thirteen-month old Hauser Report in any meaningful way, we have gone backwards. In place of implementation, there has been a succession of basically meaningless reports and recommendations -- generally countermanding each other in succession. While we must note that the Board of Education's task has not been made any easier by the continuance and growth of residential ghettoes, we must also note that the Board has administered the school system in such a way as to re-enforce housing segregation.

Not only has the United States Supreme Court declared segregated education unequal, but time and time again, educational experts have proved through studies that segregated education is bad education -- that it is harmful to both the Negro child and the white child. By these criteria alone, Chicago's schools are worse this year than last.

The real measure of the effect of the Board's policies for the last year is found in this analysis based on its own statistics. These statistics portray the saddening trend of retrogression toward even greater segregation. Chicago schools are going backwards at a time when the rest of the nation, even in many Southern communities, is moving forward to more integration.

Segregation, discrimination and racism, as guidelines in running our public schools are so horribly expensive and destructive that no sensible or reasonable community can longer tolerate it or afford it. Yet, the current course of our public school system, unless altered, will perpetuate racial disabilities for generations to come. It little benefits a man to obtain finally the equal right to a job when he is denied the facilities to prepare himself adequately for that job.

Read this report with care, for in irrefutable numbers, it is proof of the criticism that the Chicago Urban League, along with scores of civil rights, religious and civic groups, has been making for four years. Once you have studied the report, you can no longer, with reason, doubt the justness of these criticisms of the conduct of Chicago's public schools. The burden, then, falls upon the shoulders of you, the reader, to join the ever-growing number of responsible Chicago organizations in prevailing upon the leaders of the City of Chicago and the Board of Education to reverse the present terrible trend of increasing segregation. The demand must be for a bold new program of integration in a school system that will bring quality and equality in education to all our City's children.

EDWIN C. BERRY
Executive Director
CHICAGO URBAN LEAGUE

I. INTRODUCTION

In 1961, public controversy as to the racial composition of the public schools and the quality of education in schools allegedly Negro-segregated, reached crisis proportions. The controversy was then heightened by the unwillingness of Benjamin C. Willis, General Superintendent of Schools, to report publicly on school affairs and especially by his refusal to report school statistics by color.

In 1963, the Illinois Legislature passed the Armstrong Law that amended the State's school code. One of its provisions directs Illinois School Boards to draw attendance areas so as to prevent public school segregation. On August 14th of that year, the Chicago Board of Education directed the General Superintendent to conduct a racial headcount of the pupils to determine the necessity for redrawing the City's school boundaries to comply with State law. The headcount was taken on October 3rd, the 20th day of the 1963-64 school term, and reported to the Board on October 22nd. It proved, beyond doubt, that the majority of the public schools in Chicago are either Negro-segregated or white-segregated.

In August of the same year, the Board of Education commissioned a panel of five experts to study segregation in the schools and to report its findings and recommendations for solving whatever problems were found. (This action was part of an out-of-court settlement of the Webb Case, a suit which had been brought by a group of parents who charged the Board with maintaining segregated schools.) The Board resolved on August 28, 1963, when the expert panel was assigned its task, "that on the submission of such report...(it) shall promptly take such action as it may determine is appropriate or required to work toward a resolution of any problems and any inequities found to exist."

The Panel of Experts (now popularly known as the Hauser Panel) reported its findings and recommendations to the Board of Education on March 31, 1964. It found that not only are the schools segregated, but that the quality of education in Negro-segregated schools is inferior to that offered in white-segregated schools. Specific criteria were listed in substantiation of these findings. Among the recommendations to the Board of Education were major ones for elimination of both pupil and teacher segregation in the public school system. Civil Rights groups, Parent-Teacher groups, community organizations and important leaders in business, religion and education have since asked repeatedly for full implementation of these integration recommendations.

In November, 1961, the Chicago Board of Education had authorized a school survey as a result of many grievances concerning the schools. This survey was to be comprehensive, with particular emphasis on the quality of public education. Two years later (December 3, 1963) after much controversy among the Board and General Superintendent as to the scope of this survey and who should conduct it, and after the Hauser Panel had begun its work, the Board approved the survey design of a three-man panel (The Havighurst Panel) and the survey was finally begun. Since the Hauser Panel was then at work, the Havighurst Panel did not specifically study school segregation. It acknowledged the findings of the Hauser Panel on school segregation, however; and in its report to the Board of Education, the Havighurst Panel also made specific recommendations for school integration.

Finally, a second racial headcount was conducted on October 7, 1964, the 20th day of the 1964-65 school term. It confirmed the fact that the public schools of Chicago are still segregated.

The two racial headcounts provide the basic data for our study of public school segregation. Our purpose was to determine whether any changes occurred in the degree of segregation between the 1963-64 and 1964-65 school terms and if so, what were they.

We have used as our measure of segregation the proportion of pupils of one race in a given school. A school is designated segregated if the student population is 90-100 percent of one race. All other schools are designated integrated. Two categories of segregated schools are used throughout our study - absolute segregation (schools 100 percent of one race) and effective segregation (schools 90-99.9 percent of one race.)

The controversy concerning quality and equality of educational opportunity in the public schools continues. In 1961, the schools controversy started as a Civil Rights issue. The public exposure of this phase of school board policy brought to light many other inadequacies in the educational system and its administration. What began as a Civil Rights concern is now a matter of general community concern. What began as a concern for the inadequate education given Negro children in Chicago is now a concern for the inadequate education of all children in our city.

II COMMENTARY

A year and a half after the Chicago Board of Education sought expert advice on school segregation, and a year after its Advisory Panel on Integration reported, public school segregation has increased rather than diminished. The number of segregated schools has increased. Pupil segregation has increased.

From the standpoints of both school and race, Negro pupils are now more segregated than they were last school term. Fewer of them are attending integrated schools; more of them are concentrated together in more Negro-segregated schools. (This latter fact is due obviously in part to the absolute increase in Negro pupil membership in the public schools.)

White pupils are slightly more dispersed among both Negro-segregated and integrated schools this term; however their distribution in these type schools is still token. Their increase in these schools was so insignificant as to have had no effect upon increased integration of pupils system-wide.

There is less over-all integration of Negro and white pupils in the public schools this term than last term. Integration which occurred for the first time this term primarily resulted from mixtures of white pupils and pupils which the Board of Education designated as "others," rather than from mixtures of white and Negro pupils.

Schools which were white-segregated in the 1963-64 school term are still overwhelmingly white-segregated this school term. The same is true of Negro-segregated schools. All of the absolutely segregated (100 percent) white schools that changed either to effectively segregated (90-99.9 percent) or integrated schools did so due to entry of "others." Two-thirds of the effectively segregated white schools which changed to integrated schools did so due to entry of "others." Eight (8%) percent of the effectively segregated white schools which changed became absolutely segregated white schools. No type of white-segregated school changed to Negro-segregated status.

All of the absolutely segregated Negro schools which changed to effectively segregated Negro schools did so due to entry of "others." None became integrated or white-segregated. Ninety-four (94%) percent of the effectively segregated Negro schools which changed became absolutely segregated Negro schools. None became white-segregated and only one became integrated.

Integrated schools which changed to segregated status this school term, did so due to entry or departure of white pupils as often as to entry or departure of Negro pupils.

The net decrease in white pupil enrollment this school term cannot be said to account for the increased segregation of public school pupils. At the elementary level where segregation increased most, white pupil enrollment increased. At the high school level, although white pupil enrollment decreased, the decrease was insignificant. The widely held belief that white pupils are fleeing the public schools en masse, thus diminishing the potential for an integrated school system, is not substantiated by our findings.

It is painfully apparent that the Chicago Board of Education has not only failed to

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supervise implementation of its own policy of school integration; it has failed to obey State law. Despite recommendations from two Board-selected panels of educational experts (The Hauser and Havighurst Panels), administrative procedures which have proved failures in the past are still being used to guide the Chicago School system. Despite Board knowledge from two racial headcounts, school boundaries have not been altered so as to prevent continued and increased public school segregation.

Unless State law and Board policy are implemented through meaningful administrative action, there is no reason to believe that the present trend of public school segregation will reverse itself. It is much more likely that the children which the public schools serve will be doomed to unequal educational opportunity and unrealistic educational experiences.

III SUMMARY OF FINDINGS

ENROLLMENT

--- Total enrollment in the public schools this term increased by 13,886 pupils or 2.7 percent. Total enrollment last term was 507,592; this term, 521,478. Negroes constitute 48.8 percent of the 1964-65 enrollment; whites 48.6 percent and "others" 2.6 percent. In the 1963-64 term, the precentages were 47.2 percent Negro, 50.1 percent white and 2.7 percent "others."

--- The 1964-65 elementary enrollment of 404,484 pupils represents an increase of 9,692 or 2.5 percent over 1963-64. High school enrollment, 116,994 pupils, represents a net increase of 4,194 or 3.6 percent.

--- Negroes accounted for almost the total increase in public school enrollment in the 1964-65 term. At the elementary level they increased 4.8 percent, while whites increased only 0.4 percent. At the secondary level Negroes increased 13.6 percent, whites decreased by 1.7 percent. Pupils classified as "others" decreased by 4.2 percent in the elementary schools and increased 12.0 percent in the high schools.

--- Negro pupils continue to outnumber white pupils at the elementary level; whites continue to outnumber Negroes in the high schools. Negroes are 52.1 percent of the elementary population and 37.3 percent of the high school population. Whites are 45.1 percent and 60.9 percent respectively.

THE SCHOOLS

--- There are more segregated[1/] elementary schools this term than there were last term. In the 1963-64 term 351 or 81.6 percent of all the elementary schools were segregated. This term, 362 or 82.3 percent are segregated.

--- There are more segregated high schools this term than last. Thirty (30) or 73.2 percent of the high schools were segregated during the 1963-64 school year; thirty-two (32) or 74.4 percent are segregated this school year.

--- This term, branch school segregation decreased at both the elementary and secondary school levels. In both school terms, however, branch schools were found to be more segregated than parent schools. This term 92.9 percent of the elementary branches are segregated. Last term 93.2 percent were segregated. High school branches are presently 88.6 percent segregated; last term 88.9 percent of all high school branches were segregated.

--- Upper grade centers (schools housing grades seven and eight only) are also more segregated than other schools. Although the actual number of segregated upper grade centers increased this term -- from 25 to 27 -- the percentage which are segregated decreased. Last term, 92.6 percent of all upper grade centers were segregated. This term, 90.0 percent are segregated.

1/ See introduction for definition of segregation.

--- Ninety (90) or 18.4 percent of all the elementary schools existent in 1963-64 and now still in existence, underwent some change in racial designation. No school which was white-segregated last term became Negro-segregated this term. Nor did any Negro-segregated school become white-segregated.

--- Eighteen (18) or 24.0 percent of the high schools existent in both terms changed racial designation this year. Again, no white-segregated high school changed to Negro-segregated and vice versa.

--- Negro-segregated elementary schools average more pupils per school than white-segregated or integrated schools. They also average more pupils per class than white schools, although the same ratio as that for integrated schools.

VER-ALL PUPIL SEGREGATION

--- Fewer pupils are attending integrated elementary schools this term than last term. In 1963-64, 68,457 pupils, 17.5 percent, attended integrated elementary schools. This school year, 67,655 pupils or 16.7 percent are in integrated schools. More pupils are attending integrated high schools this term than last. Now 31,626 high school pupils, 27.0 percent, are attending integrated schools. In 1963-64, 29,720 or 26.3 percent were in integrated schools.

--- More pupils are attending Negro-segregated elementary and high schools this term -- 190,315 pupils or 47.1 percent are in Negro-segregated elementary schools and 30,337 pupils or 26.0 percent are in Negro-segregated high schools. The numbers and percentages for the 1963-64 term were 178,695 or 45.2 percent at the elementary level and 25,156 or 22.3 percent in the high schools.

--- Fewer pupils are attending white-segregated elementary and high schools this term. At the elementary level, 146,514 pupils, 36.2 percent are in such schools; 55,031 pupils, or 47.0 percent, are in white-segregated high schools. The numbers and percentages for 1963-64 were 147,640 or 37.3 percent at the elementary level and 57,924 or 51.4 percent at the high school level.

UPIL SEGREGATION, BY RACE

--- The percentage of Negro pupils attending Negro-segregated elementary schools increased this term from 87.8 percent in 1963-64 to 89.2 percent. However, the percentage of Negro pupils in white-segregated elementary schools is the same for both terms (0.3 percent) and the percentage in integrated elementary schools decreased this term from 11.9 percent to 10.5 percent.

--- The percentage of white pupils attending white-segregated elementary schools decreased this term from 79.9 percent in 1963-64 to 78.9 percent. The percentage attending Negro-segregated schools increased from 0.7 percent to 0.8 percent and the number of white pupils attending integrated elementary school increased from 19.6 percent to 20.3 percent.

--- At the high school level, the percentage of Negro pupils attending

Negro-segregated schools increased from 63.8 percent to 68.0 percent. The percentage attending white-segregated schools increased from 0.8 percent to 1.7 percent; the percentage attending integrated schools decreased from 35.4 percent to 30.3 percent.

--- White high school pupils attending white-segregated schools decreased in proportion from 78.3 percent last term to 75.3 percent this term. The percentage attending Negro-segregated schools increased from 0.6 percent to 0.9 percent; the percentage attending integrated schools increased from 21.1 percent to 23.8 percent.

PUPIL SEGREGATION BY RACE AND DEGREE OF SEGREGATION

--- At both the elementary and high school levels, the proportion of Negro pupils attending 100 percent Negro-segregated schools increased. In the elementary schools the increase was 2.8 percentage points; in the high schools the increase was 3.0 percentage points.

--- At both the elementary and high school levels, the proportion of white pupils attending 100 percent white-segregated schools decreased. At the elementary level the decrease was 5.1 percentage points. At the high school level it was 8.7 percentage points.

--- The proportion of Negro elementary pupils attending schools 90-99.9 percent Negro-segregated decreased by 1.4 percentage points this term. The proportion of white elementary pupils attending schools 90-99.9 percent white-segregated increased by 4.3 points.

--- In the high schools, the proportion of Negro pupils attending schools 90-99.9 percent Negro-segregated increased 1.2 percentage points; the proportion of white pupils in schools 90-99.9 percent white-segregated increased 5.7 points.

IV ANALYSIS OF DATA

PUBLIC SCHOOL ENROLLMENT [1]

Enrollment in the public schools of Chicago for the 1964-65 school term is 521,478. Analysis of membership and headcount statistics revealed that Negroes are 48.8 percent of this enrollment, white pupils 48.6 percent, and "others" are 2.6 percent. [2] The 1964-65 enrollment represents an over-all increase of 2.7 percent over that for the 1963-64 term. At that time, enrollment was 507,592, of which Negroes were 47.2 percent, whites 50.1 percent and "others" 2.7 percent.

The elementary population increased by a net of 9,692 pupils or 2.5 percent--from 394,792 to 404,484. The high school population similarly increased by 4,194 pupils, or 3.6 percent--from 112,800 to 116,994.

Negroes accounted for almost the total increase in public school student population. The Negro elementary population increased by 9,598 pupils, or 4.8 percent. The white elementary population increased by only 585, or 0.4 percent and "others" decreased in number by 491 pupils or 4.2 percent.

At the high school level, the Negro population increased by 5,214, or 13.6 percent. Whites decreased in a number by 1,247, or 1.7 percent. "Others" increased by 227, or 12.0 percent.

RACIAL RATIOS

Negro pupils continue to outnumber white pupils in the elementary schools. Whites continue to outnumber Negroes in the high schools despite their decrease in numbers. Negroes are 52.1 percent of the elementary population, whites 45.1 percent and "others" 2.8 percent. In the 1963-64 term, the percentages were 51.0 percent Negro, 46.0 percent white, and 3.0 percent "others."

In the high schools, whites represent 60.9 percent of the student population. They were 64.3 percent in the 1963-64 term. Negroes are 37.3 percent, and were 34.0 percent last term; "others" are 1.8 percent and were 1.7 percent.

Table I shows the change in student population from the 1963-64 school term to the 1964-65 term. Table II gives the number and percentage distribution of students for the two terms.

---

[1] In regular elementary and general high schools only.

[2] We have adjusted the headcount statistics to account for absentees in order to make meaningful comparisons for 1963-64 and 1964-65. See Appendix for explanation.

TABLE I: CHANGE IN PUBLIC SCHOOL ENROLLMENT, BY RACE AND GRADE LEVEL: 1963-64 AND 1964-65

RACE AND GRADE LEVEL	ENROLLMENT NUMBER 1963-1964	ENROLLMENT NUMBER 1964-1965	PERCENTAGE CHANGE
TOTAL ENROLLMENT	507,592	521,478	+ 2.7%
NEGRO	239,630	254,442	+ 6.2%
WHITE	254,320	253,658	- 0.3%
OTHER	13,642	13,378	- 1.9%
TOTAL ELEMENTARY ENROLLMENT	394,792	404,484	+ 2.5%
NEGRO	201,264	210,862	+ 4.8%
WHITE	181,781	182,366	+ 0.4%
OTHER	11,747	11,256	- 4.2%
TOTAL SECONDARY ENROLLMENT	112,800	116,994	+ 3.6%
NEGRO	38,366	43,580	+13.6%
WHITE	72,539	71,292	- 1.7%
OTHER	1,895	2,122	+12.0%

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

TABLE II: NUMBER AND PERCENT OF PUBLIC SCHOOL PUPILS BY RACE AND GRADE LEVEL: 1963-64 AND 1964-65

RACE AND GRADE LEVEL	NUMBER AND PERCENT 1963-1964 NUMBER	1963-1964 PERCENT	1964-1965 NUMBER	1964-1965 PERCENT
TOTAL ENROLLMENT	507,592	100.0%	521,478	100.0%
NEGRO	239,630	47.2%	254,442	48.8%
WHITE	254,320	50.1%	253,658	48.6%
OTHER	13,642	2.7%	13,378	2.6%
ELEMENTARY ENROLLMENT	394,792	100.0%	404,484	100.0%
NEGRO	201,264	51.0%	210,862	52.1%
WHITE	181,781	46.0%	182,366	45.1%
OTHER	11,747	3.0%	11,256	2.8%
SECONDARY ENROLLMENT	112,800	100.0%	116,994	100.0%
NEGRO	38,366	34.0%	43,580	37.3%
WHITE	72,539	64.3%	71,292	60.9%
OTHER	1,895	1.7%	2,122	1.8%

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/mh

THE SCHOOLS

OVER-ALL SEGREGATION

In 1963, statistics were reported for 430 elementary schools and 59 branches; in 1964, 440 schools and 56 branches. At the secondary level, the statistics for 1963 were for 41 schools and 36 branches; those for 1964 were for 43 schools and 35 branches. These schools were analyzed both with respect to the racial composition of their student populations and the number of pupils attending them.

Our analysis reveals that the public school pupils of Chicago are still attending predominately segregated schools. Branch schools are more segregated than parent schools. When upper grade centers are analyzed separately, they, too, are more segregated than other schools. This term, elementary schools are 82.3 percent segregated -- 45.9 percent are white-segregated, and 36.4 percent are Negro-segregated. Elementary branches are 92.9 percent segregated -- 35.7 percent are Negro-segregated, and 57.2 percent are white-segregated. In the 1963-64 school term, elementary schools were 81.6 percent segregated; branches were 93.2 percent segregated.

There was a 3.1 percent increase in the number of all segregated elementary schools this term, and a 5.4 percent decrease in the number of all segregated branches. Segregated elementary schools increased from 351 in the 1963-64 term to 362 this term.

Only 17.7 percent of all the elementary schools are integrated. Last school term, 18.4 percent were integrated. The number of integrated elementary schools decreased by one (1), or 1.3 percent. There was no change in the number of integrated elementary branches. In both school terms, only four (4) elementary branches were found to be integrated.

Upper grade centers (grades 7 and 8 only) are 90 percent segregated -- 73.3 percent Negro-segregated, and 16.7 percent white-segregated. Last term, they were 92.6 percent segregated. Thus, although the actual number of segregated upper grade centers increased this term, the percentage that are segregated decreased. Last term, there were 25 segregated upper grade centers. This school term there are 27.

At the secondary level the public schools are 74.4 percent segregated -- 53.5 percent are white-segregated, and 20.9 percent Negro-segregated. High school branches are 88.6 percent segregated -- 71.5 percent are white-segregated, and 17.1 percent are Negro-segregated. There were two additional segregated high schools this term, an increase of 4.9 percent; however, the number of segregated high school branches decreased by 3.1 percent. The number of integrated high school branches remained the same -- four (4) for each school year.

SEGREGATION BY RACIAL DESIGNATION

This school year a total of 234 elementary schools and branches are white segregated. A total of 180 schools and branches are Negro-segregated. The total number of Negro segregated elementary schools 3/ increased by 7.3 percent-- from 149 in 1963-64, to 160 in 1964-65. The total number of white segregated elementary

---

3/ Does not include branches.

schools[4/] remained the same, 202 for both school terms. Negro-segregated elementary branches increased 17 percent -- from 17 in 1963-64, to 20 this term. Elementary branches that are white-segregated decreased by 15.8 percent -- from 38 last term to 32 this term. Thus, despite the fact that there are fewer white pupils than Negro pupils at the elementary level, white pupils have greater access to the schools than do Negro pupils.

Absolutely segregated Negro elementary schools increased 20.5 percent; effectively segregated Negro elementary schools increased 1.9 percent. On the other hand, absolutely segregated white elementary schools decreased 9.6 percent and those effectively segregated increased 3.3 percent. The most significant branch changes occurred among those that were absolutely white-segregated and those effectively Negro-segregated. The former type decreased 26.9 percent and the latter increased 33.3 percent.

At the secondary level, there are two additional segregated schools this term -- one Negro-segregated and one white-segregated. Absolutely segregated white schools decreased 40.0 percent; effectively segregated white school increased 17.6 percent. There was no change in the number of absolutely segregated Negro high schools; however, those effectively segregated increased 14.3 percent.

Absolutely segregated Negro branches increased 150.0 percent -- from 2 last term to 5 this term. Effectively segregated white branches increased 21.4 percent. Both effectively segregated Negro branches and absolutely segregated white branches decreased. The former decreased 66.7 percent, the latter 38.5 percent. Tables III through V give data on the distribution of schools, branches, and upper grade centers.

CHANGES IN RACIAL DESIGNATION

The 489 elementary schools (and branches) and the 77 high schools (and branches) existent in the 1963-64 term were further examined to determine what changes, if any, occurred in each type in the 1964-65 term and what accounted for change. Examination of the elementary schools revealed that four schools, one branch, and one upper grade center were dis-established in the 1964-65 term.[5/] Of the remaining 483 schools (branches included) ninety (90) or 18.4 percent underwent some change in racial designation this term. In eleven out of 14 cases, "others" accounted for the changing of white-segregated schools to integrated status. In only one instance did a Negro-segregated school change racial designation due to entry of whites. Negro and white pupils accounted equally for changes in the racial designation of integrated schools. Of sixteen (16) which changed, eight (8) became Negro-segregated schools and eight (8) became white-segregated schools. No school that was white-segregated in the 1963-64 term became Negro-segregated. No school that was Negro-segregated in the 1963-64 term became white-segregated this term.

There are ten (10) more absolutely segregated Negro elementary schools in this term than last term and twelve (12) fewer absolutely segregated white schools. Nine (9) schools which were absolutely segregated Negro schools in 1963-64 changed to effectively segregated Negro schools this term. Seventeen (17) absolutely segregated Negro schools were gained through changing of schools effectively Negro-segregated.

4/ Does not include branches.

5/ See footnotes, Table VI(A) for names.

TABLE III: DISTRIBUTION OF PUBLIC SCHOOLS BY RACIAL COMPOSITION OF STUDENT POPULATION: 1963-64 AND 1964-65

TYPE OF SCHOOL 1/	DISTRIBUTION OF SCHOOLS 1963-1964 NO.	%	1964-1965 NO.	%	PERCENTAGE CHANGE
ALL SCHOOLS REPORTED	430	100.0%	440	100.0%	2.3%
100% NEGRO POPULATIONS	44	10.2%	53	12.1%	20.5%
90-99.9% NEGRO POPULATIONS	105	24.4%	107	24.3%	1.9%
100% WHITE POPULATIONS	52	12.1%	47	10.7%	- 9.6%
90-99.9% WHITE POPULATIONS	150	34.9%	155	35.2%	3.3%
INTEGRATED POPULATIONS	79	18.4%	78	17.7%	- 1.3%
SECONDARY LEVEL					
ALL SCHOOLS REPORTED	41	100.0%	43	100.0%	4.9%
100% NEGRO POPULATIONS	1	2.4%	1	2.3%	0
90-99.9% NEGRO POPULATIONS	7	17.1%	8	18.6%	14.3%
100% WHITE POPULATIONS	5	12.2%	3	7.0%	-40.0%
90-99.9% WHITE POPULATIONS	17	41.5%	20	46.5%	17.6%
INTEGRATED POPULATIONS	11	26.8%	11	25.6%	0

1/ Includes Upper Grade Centers.

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/rmv

TABLE IV: DISTRIBUTION OF BRANCH SCHOOLS
BY RACIAL COMPOSITION OF STUDENT BODY: 1963-64 AND 1964-65

TYPE OF BRANCH	DISTRIBUTION OF SCHOOLS 1963-1964 NO.	%	1964-1965 NO.	%	PERCENTAGE CHANGE
ALL BRANCHES REPORTED	59	100.0%	56	100.0%	- 5.1%
100% NEGRO POPULATIONS	11	18.6%	12	21.4%	9.1%
90-99.9% NEGRO POPULATIONS	6	10.2%	8	14.3%	33.3%
100% WHITE POPULATIONS	26	44.1%	19	33.9%	-26.9%
90-99.9% WHITE POPULATIONS	12	20.3%	13	23.3%	8.3%
INTEGRATED POPULATIONS	4	6.8%	4	7.1%	0
SECONDARY LEVEL					
ALL BRANCHES REPORTED	36	100.0%	35	100.0%	2.8%
100% NEGRO POPULATIONS	2	5.6%	5	14.3%	150.0%
90-99.9% NEGRO POPULATIONS	3	8.3%	1	2.8%	-66.7%
100% WHITE POPULATIONS	13	36.1%	8	22.9%	-38.5%
90-99.9% WHITE POPULATIONS	14	38.9%	17	48.6%	21.4%
INTEGRATED POPULATIONS	4	11.1%	4	11.4%	.0

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/mh

TABLE V: DISTRIBUTION OF UPPERGRADE CENTERS BY RACIAL COMPOSITION OF STUDENT POPULATION: 1963-64 AND 1964-65

TYPE OF UPPER GRADE CENTER	DISTRIBUTION OF UPPER GRADE CENTERS				
	1963 - 1964		1964 - 1965		PERCENTAGE CHANGE
	NO.	PERCENT	NO.	PERCENT	
ALL UPPER GRADE CENTERS REPORTED	27	100.0%	30	100.0%	11.1%
100% NEGRO POPULATIONS	6	22.2%	6	20.0%	0
90-99.9% NEGRO POPULATIONS	14	51.9%	16	53.3%	+14.3%
100% WHITE POPULATIONS	1	3.7%	1	3.4%	0
90-99.9% WHITE POPULATIONS	4	14.8%	4	13.3%	0
INTEGRATED POPULATIONS	2	7.4%	3	10.0%	+50.0%

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/mh

Twenty-five (25) absolutely segregated white schools changed in racial designation this school year. Twenty-one (21) became effectively segregated white schools; four (4) became integrated schools. Thirteen (13) absolutely segregated white schools were gained through changing of schools which were effectively white last term.

Twenty-three (23) schools which were effectively white last term changed in racial designation this term. Thirteen (13) became absolutely segregated white schools and ten (10) became integrated schools. Twenty-one (21) absolutely segregated white schools and seven (7) integrated schools changed to effectively segregated white schools this term.

The effectively segregated Negro schools which changed racial designation this term numbered eighteen (18). Seventeen (17) of these schools became absolutely segregated Negro schools; one became integrated.

A similar pattern of change holds for the high schools. In their instance two branch schools were dis-established this term 6/ and of the remaining 75 schools, (and branches) 18 or 24.0 percent changed racial designation. Here again no Negro-segregated schools became white-segregated and vice versa. Entry of "others" accounted overwhelmingly for changes in white segregated schools; entry or departure of both Negroes and whites accounted for changes in integrated schools, and entry of Negroes alone accounted for changes in Negro-segregated schools. There are three additional absolutely segregated Negro schools this term, and five (5) fewer absolutely segregated white high schools. There are six (6) more effectively segregated white high schools this term and one (1) less effectively segregated Negro high school. Table VI gives data on changes in racial designation of elementary and high schools from 1963 to 1964.

Finally, the elementary schools were further examined to ascertain the relationship between type of school, average class size and average school size. The General Superintendent has recommended 1200 pupils per elementary school and 32.5 pupils per class as standards for the Chicago Public School System. In both school terms, the average size of pupil population was below the 1200 pupil standard for all types of schools. However, white-segregated schools in both terms were overall much more below the standard than Negro-segregated or integrated schools. White-segregated schools average only 52.1 percent of the 1200 pupils standard, integrated schools average 68.7 percent of the standard, and Negro-segregated schools average 88 percent of the standard. In 1963-64 the comparable percentages were 51.2 percent for white-segregated schools, 68.7 percent for integrated schools and 90 percent for Negro-segregated schools.

In both school terms the ratios of pupils per class were smaller for white-segregated schools than for Negro-segregated or integrated schools. In this term, the average number of pupils per class increased for both white-segregated and integrated schools, but decreased for Negro-segregated schools. Despite this decrease, Negro-segregated schools still have a greater ratio of pupils per class than white-segregated schools. They average the same ratio as integrated schools. In the 1963-64 term, the ratio of pupil per class was 32.6 for white-segregated schools, 35.2 for integrated schools and 36.0 for Negro-segregated schools. This term, the ratios are 33.2 for white-segregated schools and 35.5 for both Negro-segregated and integrated schools. Table VII gives this data by type of school for the two school terms.

6/ See footnote in Table VI(B) for names of these branch schools

TABLE VI(A): CHANGE IN RACIAL DESIGNATION OF ELEMENTARY SCHOOLS EXISTING IN BOTH THE 1963-64 AND 1964-65 SCHOOL TERMS BY TYPE OF SCHOOL

		TYPE OF SCHOOL: 1964 - 1965 TERM									
SCHOOL TYPE[1] 1963-64 TERM	NO.	100.0% WHITE	90-99.9% WHITE	CHANGE DUE TO ENTRY OF	INTE-GRATED	CHANGE DUE TO ENTRY OF	100.0% NEGRO	90-99.9% NEGRO	CHANGE DUE TO ENTRY OF	PER-CENT CHANGE	PER-CENT RE-MAINING SAME
100% WHITE	78[2]	52	21	OTHERS ONLY	4	OTHERS ONLY	------	------	--------	32.5%	67.5%
90-99.9% WHITE	162[3]	13	138	--------	10	OTHERS (7) NEGROES (3)	------	------	--------	14.2%	85.8%
100% NEGRO	55[4]	-----	-----	--------	------	---------	44	9	OTHERS	17.0%	83.0%
90-99.9% NEGRO	111[5]	-----	-----	--------	1	WHITES	17	91	--------	16.5%	83.5%
INTEGRATED	83	1	7	WHITES	67	------	------	8	NEGROES	19.3%	80.7%

1/ Includes Branches.
2/ Hubbard School (District 15) 100% white in 1963 -- was not reported in 1964. Thus, distribution for 1964-65 does not total that for 1963-64.
3/ Ibid, Goudy Unit Classrooms (District 2); 4/ Ibid, Phillips Upper Grade Center (District 11) and McCorkle (District 13).
5/ Ibid, Marshall Primary and Intermediate (District 8) and Bousfield (District 13)

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964.

JC/mh

TABLE VI(B): CHANGE IN RACIAL DESIGNATION OF HIGH SCHOOLS EXISTING IN BOTH THE 1963-64 AND 1964-65 SCHOOL TERMS BY TYPE OF SCHOOL

		TYPE OF SCHOOL: 1964 - 1965 TERM									
SCHOOL TYPE 1963-64 TERM 1/	NO.	100.0% WHITE	99.9% WHITE	DUE TO ENTRY OF	INTE-GRATED	DUE TO ENTRY OF	100.0% NEGRO	99.9% NEGRO	DUE TO ENTRY OF	PER-CENT CHANGED	PER-CENT REMAINING SAME
100% WHITE	18	9	9	OTHERS (8) NEGROES (1)	------	--------	------	------	--------	50.0%	50.0%
90-99.9% WHITE	31	2	25	----------	2	OTHERS ONLY	------	------	--------	13.7%	86.3% 2/
100% NEGRO	3	-----	-----	----------	------	--------	3	------	--------	-------	100.0%
90-99.9% NEGRO	10	-----	-----	----------	------	--------	2	8	--------	20.0%	80.0%
INTEGRATED	15	-----	1	WHITES	12	--------	1	1	NEGROES	20.0%	80.0%

1/ Includes Branches.

2/ Kelly Branch in Holden Elementary (District 12) dis-established during 1964-65 term; Orr High School Unit (District 8) became Orr High (District 4) in 1964-65.

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964.

JC/mh

TABLE VII: AVERAGE PUPILS PER SCHOOL AND AVERAGE PUPILS PER CLASS BY TYPE OF SCHOOL, ELEMENTARY LEVEL: 1963-64 AND 1964-65

TYPE OF SCHOOL 1/	NO. OF SCHOOLS	NO. OF PUPILS	AVERAGE PUPILS PER SCHOOL	NO. OF 2/ CLASSROOMS	AVERAGE PUPILS PER CLASS
		1964 - 1965			
WHITE-SEGREGATED SCHOOLS	234	146,514	626	4,412	33.2
INTEGRATED SCHOOLS	82	67,655	825	1,906	35.5
NEGRO-SEGREGATED SCHOOLS	180	190,315	1,057	5,366	35.5
		1963 - 1964			
WHITE-SEGREGATED SCHOOLS	240	147,640	615	4,510	32.6
INTEGRATED SCHOOLS	83	68,457	824	1,946	35.2
NEGRO-SEGREGATED SCHOOLS	166	178,695	1,076	4,960	36.0

1/ Includes Branches.

2/ Does not include Specialized Classrooms.

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964; Reports on Use of Elementary Facilities and Enrollments - 1963 and 1964.

JC/mh

PUPIL SEGREGATION

Fewer pupils at the elementary school level were enrolled in integrated schools this term. In the 1963-64 term, 68,457 pupils or 17.5 percent of all elementary pupils were in integrated schools. This term, 67,655, or 16.7 percent are in integrated schools. Although there are more segregated high schools this term than last, more high school pupils were enrolled in integrated schools this term than last. The elementary population in integrated schools decreased in proportion by eight-tenths (0.8) of a point. The population in integrated high schools increased in proportion by seven-tenths (0.7) of a point.

The pupil population in Negro-segregated elementary schools increased 1.3 percentage points; that in white-segregated elementary schools decreased 1.1 percentage points. Those high schools which are white-segregated had a 4.4 percentage point decrease in pupil population; the pupil population in high schools which are Negro-segregated increased 3.7 percentage points. Table VIII gives detailed data on this subject.

A greater proportion of Negro elementary pupils are attending Negro-segregated schools than the proportion of whites who are attending white-segregated schools. Still, the majority of pupils in each racial group are attending segregated schools. At the high school level a greater proportion of white pupils are attending white-segregated schools than the proportion of Negroes who are in Negro-segregated schools. But again, the majority of pupils in each racial group are attending segregated schools. Students classified as "others", however, primarily attend integrated schools at both the elementary and high school level. Thus, while "others" are integrated throughout the public school system, Negro and white pupils are attending schools and classes primarily with pupils of their own racial group.

Presently, 89.2 percent of all the Negro elementary pupils are attending Negro-segregated schools, a 1.4 percentage point increase over last school term. Likewise, 78.9 percent of all the white elementary pupils are attending white-segregated schools, an eight-tenth (0.8) percentage point decrease over last school term. Seventy-five and seven-tenths (75.7) percent of all "others" are in integrated schools, a 0.1 percentage point decrease over last school term.

There was no change in the proportion of Negro elementary pupils in white-segregated schools. For both terms, it is three-tenths (0.3) of one percent. However, the number of white elementary pupils in Negro-segregated schools increased one-tenth (0.1) of one percent this term, from 0.7 percent last term to 0.8 percent this term.

In the high schools, 68 percent of all Negro pupils attend Negro-segregated schools and 75.3 percent of all white pupils attend white-segregated schools. These figures represent a 4.2 percentage point increase in the proportion of Negroes in Negro-segregated schools and a 3.0 percentage point decrease in the proportion of whites in white-segregated high schools. The proportion of "others" in integrated high schools increased from 45.2 percent in the 1963-64 term to 71.0 percent in the present term.

Negro enrollment in white-segregated high schools increased by only nine-tenths (0.9) of a percentage point; white enrollment in Negro-segregated high schools increased by only three-tenths (0.3) of a percentage point. Table IX(A) and Table IX(B) gives the distribution of pupils, by racial designation, among the various types of schools.

TABLE VIII: DISTRIBUTION OF ALL PUPILS BY TYPE OF SCHOOL
1963-64 AND 1964-65

TYPE OF SCHOOL 1/	DISTRIBUTION OF PUPILS 1963-1964 NUMBER	1963-1964 PERCENT	1964-1965 NUMBER	1964-1965 PERCENT	PERCENTAGE POINT CHANGE
ELEMENTARY LEVEL					
ALL STUDENTS	394,792	100.0%	404,484	100.0%	
NEGRO-SEGREGATED SCHOOLS	178,695	45.2%	190,315	47.1%	+1.9
WHITE-SEGREGATED SCHOOLS	147,640	37.3%	146,514	36.2%	-1.1
INTEGRATED SCHOOLS	68,457	17.5%	67,655	16.7%	-0.8
SECONDARY LEVEL					
ALL STUDENTS	112,800	100.0%	116,994	100.0%	
NEGRO-SEGREGATED SCHOOLS	25,156	22.3%	30,337	26.0%	+3.7
WHITE-SEGREGATED SCHOOLS	57,924	51.4%	55,031	47.0%	-4.4
INTEGRATED SCHOOLS	29,720	26.3%	31,626	27.0%	+0.7

1/ Includes Branches

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/rmv

TABLE IX(A): DISTRIBUTION OF ALL ELEMENTARY PUPILS, BY TYPE OF SCHOOL AND RACE OF PUPIL: 1963-64 AND 1964-65

TYPE OF SCHOOL	RACE OF PUPILS							
	NEGRO		WHITE		OTHER		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
				1964-1965				
NEGRO-SEGREGATED SCHOOLS	188,128	89.2%	1,514	0.8%	673	6.0%	190,315	47.1%
WHITE-SEGREGATED SCHOOLS	663	0.3%	143,788	78.9%	2,063	18.3%	146,514	36.2%
INTEGRATED SCHOOLS	22,071	10.5%	37,064	20.3%	8,520	75.7%	67,655	16.7%
TOTAL	210,862	100.0%	182,366	100.0%	11,256	100.0%	404,484	100.0%
				1963-1964				
NEGRO-SEGREGATED SCHOOLS	176,709	87.8%	1,235	0.7%	751	6.4%	178,695	45.3%
WHITE-SEGREGATED SCHOOLS	669	0.3%	144,875	79.7%	2,096	17.8%	147,640	37.4%
INTEGRATED SCHOOLS	23,886	11.9%	35,671	19.6%	8,900	75.8%	68,457	17.3%
TOTAL	201,264	100.0%	181,781	100.0%	11,747	100.0%	394,792	100.0%

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

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TABLE IX(B): DISTRIBUTION OF ALL HIGH SCHOOL PUPILS, BY TYPE OF SCHOOL AND RACE OF PUPIL: 1963-64 AND 1964-65

TYPE OF SCHOOL	RACE OF PUPILS							
	NEGRO		WHITE		OTHER		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
1964 - 1965								
NEGRO-SEGREGATED SCHOOLS	29,658	68.0%	621	0.9%	58	2.7%	30,337	26.0%
WHITE-SEGREGATED SCHOOLS	739	1.7%	53,734	75.3%	558	26.3%	55,031	47.0%
INTEGRATED SCHOOLS	13,183	30.3%	16,937	23.8%	1,506	71.0%	31,626	27.0%
TOTAL PUPILS	43,580	100.0%	71,292	100.0%	2,122	100.0%	116,994	100.0%
1963 - 1964								
NEGRO-SEGREGATED SCHOOLS	24,468	63.8%	411	0.6%	277	14.6%	25,156	22.3%
WHITE-SEGREGATED SCHOOLS	323	0.8%	56,839	78.3%	762	40.2%	57,924	51.4%
INTEGRATED SCHOOLS	13,575	35.4%	15,289	21.1%	856	45.2%	29,720	26.3%
TOTAL PUPILS	38,366	100.0%	72,539	100.0%	1,895	100.0%	112,800	100.0%

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/mh

When pupil segregation is examined by degree, we find that at the elementary school level, a greater number and proportion of Negro pupils are attending absolutely segregated Negro schools than the number or proportion of white pupils who are attending absolutely segregated white schools. The proportion of Negroes in absolutely segregated Negro schools increased from 26.4 percent in the 1963-64 term to 29.2 percent this term, or by 2.8 percentage points. The proportion of whites in absolutely segregated white schools decreased from 20.3 percent in 1963-64 to 15.2 percent this term.

The actual number of Negro pupils in effectively segregated Negro elementary schools, increased, but the proportion of Negro pupils in these schools decreased by 1.4 points. Both the number and proportion of white pupils in effectively segregated white elementary schools increased.

At the secondary level the same pattern of increase in the number of Negro pupils and decrease in the number of white pupils holds for absolutely segregated schools; the same pattern of increase in white pupils holds for effectively segregated white schools. However, whereas the proportion of Negroes in effectively segregated schools decreased at the elementary school level, it increased at the high school level. Table X gives the distribution of pupils by race and degree of segregation.

In summary, there is increased segregation and less integration of Negro and white pupils in the public schools of Chicago this term. Negroes are more concentrated in Negro-segregated schools; the white racial balance in white-segregated schools decreased slightly due to entry of pupils designated as "others"; integration that occurred in white-segregated schools this term for the first time resulted primarily from entry of "others." One of 166 Negro-segregated elementary schools became integrated this term. It did so due to entry of white pupils.

TABLE X(A): DISTRIBUTION OF ELEMENTARY PUBLIC SCHOOL PUPILS BY RACE AND DEGREE OF SEGREGATION: 1963-64 AND 1964-65

RACE AND TYPE OF SCHOOL ATTENDED	DISTRIBUTION OF PUPILS				PERCENTAGE POINT CHANGE
	1963-64		1964-65		
	NUMBER	PERCENT	NUMBER	PERCENT	
ALL NEGRO PUPILS IN:	201,264	100.0%	210,862	100.0%	
SCHOOLS 100% NEGRO	53,182	26.4%	61,631	29.2%	+2.8
SCHOOLS 90-99.9% NEGRO	123,527	61.4%	126,497	60.0%	-1.4
SCHOOLS 90-99.9% WHITE	669	0.3%	663	0.3%	0
INTEGRATED SCHOOLS	23,886	11.9%	22,071	10.5%	-1.4
ALL WHITE PUPILS IN:	181,781	100.0%	182,366	100.0%	
SCHOOLS 100% WHITE	36,833	20.3%	27,582	15.2%	-5.1
SCHOOLS 90-99.9% WHITE	108,042	59.4%	116,206	63.7%	+4.3
SCHOOLS 90-99.9% NEGRO	1,235	0.7%	1,514	0.8%	+0.1
INTEGRATED SCHOOLS	35,671	19.6%	37,064	20.3%	+0.7
ALL "OTHER" PUPILS IN:	11,747	100.0%	11,256	100.0%	
NEGRO-SEGREGATED SCHOOLS	751	6.4%	673	6.0%	-0.4
WHITE-SEGREGATED SCHOOLS	2,096	17.8%	2,063	18.3%	+0.5
INTEGRATED SCHOOLS	8,900	75.8%	8,520	75.7%	-0.1

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/mh

TABLE X(B): DISTRIBUTION OF PUBLIC HIGH SCHOOL PUPILS BY RACE AND DEGREE OF SEGREGATION: 1963-64 AND 1964-65

RACE AND TYPE OF SCHOOL ATTENDED	DISTRIBUTION OF PUPILS				PERCENTAGE POINT CHANGE
	1963-64		1964-65		
	NUMBER	PERCENT	NUMBER	PERCENT	
ALL NEGRO PUPILS IN:	38,366	100.0%	43,580	100.0%	
SCHOOLS 100% NEGRO	2,148	5.6%	3,758	8.6%	+ 3.0
SCHOOLS 90-99.9% NEGRO	22,320	58.2%	25,900	59.4%	+ 1.2
SCHOOLS 90-99.9% WHITE	323	0.8%	739	1.7%	+ 0.9
INTEGRATED SCHOOLS	13,575	35.4%	13,183	30.3%	- 5.1
ALL WHITE PUPILS IN:	72,539	100.0%	71,292	100.0%	
SCHOOLS 100% WHITE	12,115	16.7%	5,732	8.0%	- 8.7
SCHOOLS 90-99.9% WHITE	44,724	61.6%	48,002	67.3%	+ 5.7
SCHOOLS 90-99.9% NEGRO	411	0.6%	621	0.9%	+ 0.3
INTEGRATED SCHOOLS	15,289	21.1%	16,937	23.8%	+ 2.7
ALL "OTHER" PUPILS IN:	1,895	100.0%	2,122	100.0%	
NEGRO-SEGREGATED SCHOOLS	277	14.6%	58	2.7%	-11.9
WHITE-SEGREGATED SCHOOLS	762	40.2%	558	26.3%	-13.9
INTEGRATED SCHOOLS	856	45.2%	1,506	71.0%	+25.8

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/mh

V. A P P E N D I X

The racial headcount reports gave statistics on membership for the 20th day in each school year and statistics on the actual number of pupils in attendance on the days when the headcounts were taken. Three problems arose in our attempt to make meaningful comparisons between the statistics for the 1963-64 and 1964-65 school years.

First, only the headcount statistics were reported by race. The membership statistics were reported for total number of pupils. Secondly, attendance on headcount day in 1964 was less than that on headcount day in 1963, despite a reported increase in school enrollment for 1964. Third, the 1963 headcount statistics included both A.M. and P.M. kindergarten pupils, but the 1964 headcount statistics included only A.M. kindergarten pupils. P.M. kindergarten pupils were not counted.

In order, then, to meaningfully compare the data for the two school years, a procedure had to be worked out whereby errors could be minimized as a result of this inconsistency of reporting. Thus, after racial designation of a school was known from headcount percentages, we calculated estimates of the number of pupils in each racial group who were absent on the days the headcounts were taken. Estimates were calculated on the basis of the percentage which racial groups constituted in each school reported upon on racial headcount day. We assumed that the proportion of pupils in each racial group absent in each school would be about the same as the proportion which that racial group constituted of the school's total population. Our procedure was as follows: For each school, we subtracted the headcount total from the 20th day membership total to get the number of pupils absent. We then calculated the proportion of this absentee figure which each racial group accounted for on the basis of their proportion of the headcount totals to get the estimate of absentees for each group. The estimates were then added to the headcount statistics for each school to get a total enrollment figure by race, and to account for P.M. kindergarten pupils in the 1964-65 school term.

The Appendix Table which follows gives the actual number of pupils reported by the Board of Education as having been counted, plus our estimates of the number of pupils who were absent from all schools on the days the headcounts were taken.

JC/mh-rmv

May 12, 1965

APPENDIX TABLE

PUBLIC SCHOOL ENROLLMENT, BY RACE: 1963-64 AND 1964-65

RACIAL DESIGNATION AND SCHOOL LEVEL	TOTAL NUMBER OF STUDENTS	NUMBER PRESENT 1/	ESTIMATED ABSENTEEISM	PERCENT OF TOTAL
		OCTOBER, 1963		
ELEMENTARY:				
TOTAL ENROLLMENT	394,792	375,687 2/	19,105 2/	100.0%
NEGRO	201,264	191,377	9,877	51.0%
WHITE	181,781	173,141	8,640	46.0%
OTHER	11,747	11,169	578	3.0%
SECONDARY:				
TOTAL ENROLLMENT	112,800	106,587	6,213	100.0%
NEGRO	38,366	35,612	2,754	34.0%
WHITE	72,539	69,178	3,361	64.3%
OTHER	1,895	1,797	98	1.7%
		OCTOBER, 1964		
ELEMENTARY:				
TOTAL ENROLLMENT	404,484	358,047 3/	46,437 4/	100.0%
NEGRO	210,862	187,011	23,851	52.1%
WHITE	182,366	161,024	21,342	45.1%
OTHER	11,256	10,012	1,244	2.8%
SECONDARY:				
TOTAL ENROLLMENT	116,994	108,911	8,083	100.0%
NEGRO	43,580	39,690	3,890	37.3%
WHITE	71,292	67,264	4,028	60.9%
OTHER	2,122	1,957	165	1.8%

1/ Pupils counted in racial surveys.

2/ Includes both A.M. and P.M. Kindergarten.

3/ Does not include P.M. Kindergarten.

4/ Includes absentees from grades 1-8, plus P.M. Kindergarten.

SOURCE: Chicago Board of Education Reports: RACIAL HEADCOUNT - October, 1963; STUDENT SURVEY - November, 1964

JC/mh

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